California English Language Development

# Grades 9, 10

Adopted 2012

**Interacting in Meaningful Ways**

**A. Collaborative (engagement in dialogue with others)**

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

   Em. Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences. ELD.PI.9-10.1.EM

   Ex. Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. ELD.PI.9-10.1.EX

   Br. Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. ELD.PI.9-10.1.BR

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

   Em. Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate. ELD.PI.9-10.2.EM

   Ex. Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate. ELD.PI.9-10.2.EX

   Br. Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate. ELD.PI.9-10.2.BR

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3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

    Em. Negotiate with or persuade others in conversations using learned phrases (e.g., Would you say that again? I think…), as well as open responses to express and defend opinions. ELD.PI.9-10.3.EM

    Ex. Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (I see your point, but…) and open responses to express and defend nuanced opinions. ELD.PI.9-10.3.EX

    Br. Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before. However…), and open responses to express and defend nuanced opinions. ELD.PI.9-10.3.BR

4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

    Em. Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers). ELD.PI.9-10.4.EM

    Ex. Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer). ELD.PI.9-10.4.EX

    Br. Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter). ELD.PI.9-10.4.BR

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**B. Interpretive (comprehension and analysis of written and spoken texts)**

5. Listening actively to spoken English in a range of social and academic contexts

    Em. Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. ELD.PI.9-10.5.EM

    Ex. Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. ELD.PI.9-10.5.EX

    Br. Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. ELD.PI.9-10.5.BR

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6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

    Em. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words. ELD.PI.9-10.6A.EM

    Em. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that). ELD.PI.9-10.6B.EM

    Em. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics. ELD.PI.9-10.6C.EM

    Ex. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. ELD.PI.9-10.6A.EX

    Ex. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., indicates that, suggests, as a result). ELD.PI.9-10.6B.EX

    Ex. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics. ELD.PI.9-10.6C.EX

    Br. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. ELD.PI.9-10.6A.BR

    Br. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently). ELD.PI.9-10.6B.BR

    Br. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics. ELD.PI.9-10.6C.BR

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7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area

   Em. Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support. ELD.PI.9-10.7.EM

   Ex. Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support. ELD.PI.9-10.7.EX

   Br. Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. ELD.PI.9-10.7.BR

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

   Em. Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances and different effects on the audience. ELD.PI.9-10.8.EM

   Ex. Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience. ELD.PI.9-10.8.EX

   Br. Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience. ELD.PI.9-10.8.BR

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**C. Productive (creation of oral presentations and written texts)**

9. Expressing information and ideas in formal oral presentations on academic topics

   Em. Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas. ELD.PI.9-10.9.EM

   Ex. Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register. ELD.PI.9-10.9.EX

   Br. Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register. ELD.PI.9-10.9.BR

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10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

    Em. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. ELD.PI.9-10.10A.EM

    Em. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). ELD.PI.9-10.10B.EM

    Ex. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. ELD.PI.9-10.10A.EX

    Ex. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). ELD.PI.9-10.10B.EX

    Br. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. ELD.PI.9-10.10A.BR

    Br. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers). ELD.PI.9-10.10B.BR

11. Justifying own arguments and evaluating others' arguments in writing

    Em. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support. ELD.PI.9-10.11A.EM

    Em. Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may). ELD.PI.9-10.11B.EM

    Ex. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. ELD.PI.9-10.11A.EX

    Ex. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would). ELD.PI.9-10.11B.EX

    Br. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register. ELD.PI.9-10.11A.BR

    Br. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/potentially/certainly/absolutely, should/might). ELD.PI.9-10.11B.BR

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12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

    Em. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) words to create clear spoken and written texts. ELD.PI.9-10.12A.EM

    Em. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain). ELD.PI.9-10.12B.EM

    Ex. Use an increasing variety of grade-appropriate general academic (e.g., dominate, environment) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words accurately and appropriately when producing increasingly complex written and spoken texts. ELD.PI.9-10.12A.EX

    Ex. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or unbranched). ELD.PI.9-10.12B.EX

    Br. Use a variety of grade-appropriate general (e.g., anticipate, transaction) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. ELD.PI.9-10.12A.BR

    Br. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly). ELD.PI.9-10.12B.BR

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**Learning About How English Works**

**A. Structuring Cohesive Texts**

1. Understanding text structure

    Em. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives. ELD.PII.9-10.1.EM

    Ex. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives. ELD.PII.9-10.1.EX

    Br. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. ELD.PII.9-10.1.BR

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2. Understanding cohesion

   Em. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts. ELD.PII.9-10.1A.EM

   Em. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, third) to comprehending and writing brief texts. ELD.PII.9-10.1B.EM

   Ex. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences. ELD.PII.9-10.1A.EX

   Ex. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences. ELD.PII.9-10.1B.EX

   Br. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences. ELD.PII.9-10.1A.BR

   Br. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as on the contrary, in addition, moreover) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences. ELD.PII.9-10.1B.BR

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**B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases

   Em. Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics. ELD.PII.9-10.3.EM

   Ex. Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas. ELD.PII.9-10.3.EX

   Br. Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view. ELD.PII.9-10.3.BR

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4. Using nouns and noun phrases

   Em. Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics. ELD.PII.9-10.4.EM

   Ex. Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics. ELD.PII.9-10.4.EX

   Br. Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics. ELD.PII.9-10.4.BR

5. Modifying to add details

   Em. Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes. ELD.PII.9-10.5.EM

   Ex. Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes. ELD.PII.9-10.5.EX

   Br. Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes. ELD.PII.9-10.5.BR

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**C. Connecting and Condensing Ideas**

6. Connecting ideas

   Em. Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and to join ideas (e.g., I want to read this book because it describes the solar system). ELD.PII.9-10.6.EM

   Ex. Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well). ELD.PII.9-10.6.EX

   Br. Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., While both characters strive for success, they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women's lives were changed forever after World War II as a result of joining the workforce). ELD.PII.9-10.6.BR

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7. Condensing ideas

   Em. Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., The students asked survey questions and recorded the responses). ELD.PII.9-10.7.EM

   Ex. Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the changing climate eventually disappeared). ELD.PII.9-10.7.EX

   Br. Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., Another issue that people may be concerned with is the amount of money that it will cost to construct the new building). ELD.PII.9-10.7.BR